

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Bart Christie

Official School Name: Leewood K-8 Center

School Mailing Address:  
10343 SW 124th St.  
Miami, FL 33176-4719

County: Miami-Dade State School Code Number\*: 2881

Telephone: (305) 233-7430 Fax: (305) 256-3104

Web site/URL: http://www.dadeschools.net/schools/schoolinformation/school\_details.asp?id=2881 E-mail:  
bchristie@dadeschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Alberto Carvalho

District Name: Miami-Dade School District Tel: (305) 995-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Dr. Solomon Stinson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |            |                     |
|------------|---------------------|
| 211        | Elementary schools  |
| 80         | Middle schools      |
|            | Junior high schools |
| 51         | High schools        |
| 76         | Other               |
| <b>418</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 8594

Average State Per Pupil Expenditure: 8424

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 4 Number of years the principal has been in her/his position at this school.

   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	13	5	18	7			0
K	34	39	73	8			0
1	45	34	79	9			0
2	45	38	83	10			0
3	56	37	93	11			0
4	59	32	91	12			0
5	60	45	105	Other			0
6	35	33	68				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							610

6. Racial/ethnic composition of the school:
- |              |   |
|--------------|---|
| 1 %          | American Indian or Alaska Native          |
| 3 %          | Asian                                     |
| 10 %         | Black or African American                 |
| 50 %         | Hispanic or Latino                        |
| 0 %          | Native Hawaiian or Other Pacific Islander |
| 33 %         | White                                     |
| 3 %          | Two or more races                         |
| <b>100 %</b> | <b>Total</b>                              |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	32
<b>(4)</b>	Total number of students in the school as of October 1.	570
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.056
<b>(6)</b>	Amount in row (5) multiplied by 100.	5.614

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 15

Number of languages represented: 1

Specify languages:

Spanish, Haitian Creole

9. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 74

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 55

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff	<u>14</u>	<u>8</u>
Total number	<u>61</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	95%	95%
Teacher turnover rate	5%	7%	5%	5%	5%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<b><u>100</u></b>	<b>%</b>

## PART III - SUMMARY

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The mission of Leewood K-8 Center is education in the broadest sense of the word. We develop responsible, productive citizens by providing an optimal educational environment that inspires lifelong learning. Leewood is devoted to encouraging student curiosity and independent thinking in a nurturing, yet challenging, atmosphere. From administrators to teachers and staff, we impart to our students a basic philosophy of life and learning: If you believe... you can achieve... Our rigorous curriculum and commitment to excellence has helped our students attain high academic success year-after-year.

Leewood K-8 Center is a Miami-Dade County Public School (M-DCPS) located in a diverse middle class community in the heart of the Kendall area. Established in 1971, as Leewood Elementary School, the school is currently completing the final stages of construction to convert from elementary to K-8 status. Leewood benefits from a partnership including administration, faculty, staff, students, local businesses and community members.

Currently serving 614 culturally and academically diverse students, Leewood offers learning opportunities to meet the needs of all students to comply with the No Child Left Behind Legislation and our mission generally. We meet student needs through a variety of models and approaches. For example, our program for Students With Disabilities (SWD) includes resource lab, collaboration and consultation. We encourage student participation in our Inclusion Program, which has the goal of providing instruction in the least restrictive environment. With over 26 percent of the population served by our full-time gifted program, we continue to challenge the students performing at high levels of achievement. The Tutorial Learning Center provides before, during, and after school tutoring for at-risk students to improve reading and mathematics skills.

While academic success is a strong focus of our program, we also recognize the importance of students' social well-being and we promote programs that build good character and social skills. Students are encouraged to join volunteer programs to help our community. Examples include Helping Hands Club, Saving A Vulnerable Earth (S.A.V.E) Club, Fit Club, DARE, Good Morning Leewood, National Junior Honor Society, Future Educators of America and Student Council. These programs help students become active citizens with the purpose of helping others.

Central to the history of success at Leewood is excellent family involvement and a strong, active Parent Teacher Association (PTA). The PTA assists in the sponsorship of school-wide activities such as the Annual Spaghetti Dinner, Fall Harvest Picnic, Scarecrow Auction, Spooky Grandparents Day and Family Fun Fair. With over 806 registered volunteers, Leewood K-8 has been awarded the distinguished Golden Apple Award since its inception by M-DCPS. This award recognizes schools having outstanding parent volunteer service. Additionally, the Florida Department of Education, along with The Florida PTA and Washington Mutual Bank presented Leewood with the 2006 Parent Involvement Award for its continued success in the Take Your Father to School Day program. Parent and family volunteers make it possible for Leewood students to participate in educational fieldtrips, student recognition programs, fundraising events and academic extension activities. Parents and other volunteers provide countless hours of assistance to teachers, ensuring a connection between home and school. To further promote good communication and involvement, the school's web-site is updated daily and information is distributed via email and Connect-Ed school-wide phone calls. Parents and guardians may follow and evaluate student performance and progress daily through the parent-portal. In addition, teachers send home student work samples bi-weekly for review by parents or guardians.

The Miami-Dade Public School district has ranked Leewood K-8 Center among the top ten percent of all elementary schools in the state of Florida for student achievement in Reading, Mathematics and Science. Recognized as an "A" school for nine consecutive years, Leewood K-8 Center continues to focus on high student achievement and broad-based learning strategies.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Leewood K-8 Center students score remarkably well on all state-wide standardized examinations. In fact, a majority of Leewood students have performed at or above the state's designated achievement levels every year since the State of Florida's comprehensive testing program began and they have done so in every category.

The Florida Comprehensive Assessment Test (FCAT) is a two-part standardized assessment designed to measure students' knowledge in the areas of reading, writing, mathematics and science. The FCAT-NRT portion is a norm-referenced test that compares student performance in reading and mathematics with other students nationwide. The FCAT-SSS portion is a criterion-referenced test that measures student knowledge in reading, writing, mathematics and science as outlined by the Florida Sunshine State Standards (SSS).

Individual student results of the FCAT SSS are provided using two measures. The developmental scale score (0-3000) is used to determine individual student annual progress. The scale score (100-500) is used for comparisons within the current grade and tested area. These scores are correlated to the five achievement levels set forth by the Florida Department of Education. Levels 1 and 2 indicate that the student has performed below the state standard; Level 3 indicates that the student has met the state standards; and Levels 4 and 5 indicate the student has exceeded the state standards. As part of Florida's A+ Plan, the State assigns a letter grade to each school based on points earned in the tested areas. The maximum score is 800. As of 2007, grade A schools must score between 525 and 800, B schools between 495 and 524, C between 435 and 494, D between 395 and 434 and F less than 395. Schools must test at least 95 percent of all students within the tested grades and at least 50 percent of students scoring within the lowest 25 percent in reading and math must make adequate individual gains. Additional information regarding FCAT and historical school performance can be found at <http://fcat.fldoe.org> and <http://osp.dadeschools.net/products>. M-DCPS recognized Leewood in 2007 because our students' achievement ranked in the top four percent of all elementary schools in the state of Florida. A five-year comparison of student achievement data in both Reading and Mathematics indicated that the percentage of Leewood students meeting or exceeding state standards surpassed state-wide averages each year. For the past two years alone, 92 percent of our students scored at or above a Level 3 in Reading, as compared to 65 percent in the district and 70 percent in the state of Florida. In Mathematics for the past two years, 90 percent of Leewood students scored at or above a Level 3, as compared to an average of 65 percent in both the district and state. Since its introduction as an accountability area in 2007, Science has proven to be another academic strength at Leewood. The school ranked second in the M-DCPS district for the 2007 administration of the Science FCAT SSS with 69 percent of students meeting or exceeding the state standards. The school percentage was considerably higher than the state and district averages of 42 percent and 34 percent respectively. The data from FCAT Writes, the state-wide writing assessment, continues to demonstrate Leewood's students' academic success. In a comparison of the 2008 data, Leewood students far exceeded the district average of 82 percent of students scoring at or above 3.5 with 94 percent of students meeting high standards. The percentage of Leewood K-8 Center students achieving high standards has consistently ranked well above state averages, leading the school to maintain its "A" status within the state of Florida for nine consecutive years.

### 2. Using Assessment Results:

Analyzing and interpreting student assessment data is an integral component in the development of curriculum and instruction at Leewood K-8 Center. Through the processes of the Continuous Improvement Model (CIM), we have provided the highest quality of education to our students to meet their academic needs.

Prior to the start of the school year, student results are disaggregated so that academic performance groups may be identified. This information is used as a baseline to monitor student progress, as well as to identify academic strengths. Administrators collaborate with teachers and the school's Educational Excellence School Advisory

Council (EESAC), to create an educational timeline based on the data provided by state-wide assessments. While this provides a framework of goals to be attained, both student groups and the curriculum are flexible and enable change with the on-going collection of data.

At the beginning of each school year, we provide to teachers school-based data binders containing individual student scores to ensure that academic strengths and weaknesses are identified in each class. Students' strengths are supported through enrichment opportunities and their weaknesses are strengthened through our on-site tutorial programs and the use of supplemental materials. With an emphasis on the development and delivery of instruction, teachers provide class centered instruction with a clear focus on student needs.

The implementation of differentiated instruction is essential in providing students the opportunity to reach their maximum academic potential. To ensure academic progress, students are assessed periodically through the use of formative assessments, teacher observations and district-wide inventories. The additional data provided by such assessments is analyzed during weekly grade level meetings and is used as a means to continue with appropriate data-driven instruction. Teachers are encouraged to discuss best practices to promote student academic success, thereby building the capacity of the faculty to improve daily instruction.

### **3. Communicating Assessment Results:**

Leewood K-8 Center recognizes the direct correlation between parental involvement and academic success. The communication of student performance is essential to maintaining high standards. Parents are notified of individual student performance through a variety of ways, which include: student agendas, interim progress reports, report cards, bi-weekly student work packets, 24-hour access to student grades through the Parent Portal linked to our website and parent-teacher conferences. At the beginning of each school year, we give our students an academic agenda or combination calendar and notebook. This invaluable tool provides an opportunity for daily communication between home and school. Interim progress reports as well as report cards offer parents official notice of the child's progress at designated times during the grading period. Additionally, we provide parents with a bi-weekly opportunity to examine student work when we send home a selection of student work for their review and return. Teachers consistently make themselves available to the parents so that concerns may be addressed in depth.

FCAT data is available to parents through the school website and the Florida Department of Education website. Parents may obtain historical data to follow student achievement trends at the school, district and state level. Individual student reports, along with interpretative materials, are provided by the state of Florida and distributed each year so that parents may monitor student progress. Both teachers and administrators are available to assist parents in understanding the information provided on individual student reports. Yearly FCAT workshops are held to inform parents of the previous assessment data and to explain the current year's testing requirements. Additionally, the No Child Left Behind School Public Accountability Report and yearly School and District Profiles documents are maintained at the school site for public review. The administration at Leewood K-8 Center has organized FCAT assessment data in annual chronicles to allow all stakeholders a way to review testing information.

### **4. Sharing Success:**

As a Florida A+ School and recipient of the MDCPS Platinum Award for nine consecutive years, Leewood K-8 Center prides itself in sharing its best practices with other schools in support of their programs. The principal and assistant principals take part in Feeder Pattern meetings in which successful academic methods are shared with colleagues. Teachers regularly participate in district and region meetings in which school improvement practices are shared among their colleagues. As a Lead Principal, the principal of Leewood K-8 Center serves as a mentor to novice administrators and feeder pattern colleagues, providing support and guidance in all areas of school leadership. These novices gain invaluable insight into the successful practices of Leewood K-8 Center's academic program and are able to execute these methods. Administrators from local schools regularly request

permission for members of their faculty to observe our instructional methods.

Leewood K-8 Center supports the mission of nearby universities by providing their students with opportunities to work at Leewood and learn from our teachers as mentors. With this assistance and foundation, these student-teachers may go on to become experts in their craft and their classrooms. Our media specialist provides on-going professional development workshops for fellow media specialists through M-DCPS Library Media Services Department on the implementation of collaborative practices and instruction in the Florida Research Model, F.I.N.D.S (Focus Investigate Note Develop Score). Leewood's principal and media specialist have also presented our collaboration and research teaching methods on a regional basis at the Florida Association Media in Education (F.A.M.E.) State Conference. This year, the school's guidance counselor presented "The Role of the Counselor in the Development and Implementation of a Comprehensive School Site Counseling Program" at the Florida Counseling Association 2008 Conference in Daytona Beach, Florida. Administrators and select teachers have attended the Just Read! Literacy Conference. Collaboration takes place among faculty to implement learned practices.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Leewood K-8 Center follows the instructional disciplines of the Miami-Dade County Public Schools' (M-DCPS) Competency Based Curriculum (CBC), which directly correlate to the Sunshine State Standards (SSS). These standards provide the framework of expectations and specific benchmarks for each of the core subject areas of language arts, reading, mathematics, science and social studies. Grade specific assessments and data collection allow for data-driven instruction and a rigorous, relevant, challenging curriculum.

The reading and language arts curriculum at Leewood K-8 Center integrates a spiraled curriculum designed to meet the needs of all learners. Our literature-based curriculum provides the students with authentic learning experiences. Diverse academic needs are met through the use of innovative teaching methods that incorporate techniques learned through Project CRISS (Creating Independence through Student-owned Strategies).

The mathematics curriculum integrates a hands-on approach that enables learners to apply their skills to everyday situations. Through this approach the students are engaged in problem solving and critical thinking exercises. Strands are presented using a developmental approach incorporating the practices of the National Council of Teachers of Mathematics to ensure that students have mastered basic mathematical concepts. Technology is infused in the curriculum through the use of SMART Boards that engage the students in interactive learning experiences.

The science curriculum is infused with both weekly hands-on and technology based science experiments bringing theory to life. The science curriculum is research-based. It engages students and encourages lifelong learning. Students are exposed to inquiry-based instruction. Through kinesthetic exploration, the students collect, analyze and apply the knowledge acquired through their unique learning experiences.

The social studies curriculum provides students the foundation needed to serve as active citizens in our increasingly diverse community. Instruction is used as a tool to enhance students' personal experiences while encouraging social learning opportunities. In order to accommodate the various learning styles of our students, teachers employ a multitude of instructional strategies while focusing on the six components of M-DCPS Social Science Curriculum.

The foreign language curriculum consists of two Spanish programs, Spanish-S for Spanish Speakers serves kindergarten through fifth grade and Spanish-SL for Second Language Learners begins instruction in second grade. Through both programs students learn listening, speaking, reading and writing skills in Spanish. The success of the program is largely due to the creativity and motivation of the bilingual staff. Students participate in role-playing puppet shows and various innovative practices that seek to integrate technology and instruction to ensure full engagement in the learning process and produce bi-literate and bi-cultural students.

The music curriculum focuses on developing the skills to read, write and analyze notated rhythm and pitch symbols through the use of percussion instruments, keyboards and vocals. Instruction incorporates terminology to reinforce the understanding of mathematics and science as related to the study of music. Students practice reading music to gain fluency and expression as well as develop vocabulary and descriptive language.

The full-time gifted program provides instruction across all curriculum areas. Students are immersed in enrichment-based instruction that exceeds the requirements of the general curriculum. Challenging, accelerated educational opportunities are presented daily to nurture our academically talented students and support continued high student achievement.

The Students With Disabilities Program (SWD) implements scientific-based strategies aimed at diversifying instruction to meet the unique needs of our students. Inclusive practices enable students with disabilities to

participate in learning in the general education setting and achieve academic success. Continued academic support is essential to ensuring mastery of the curriculum by these students.

### **2a. (Elementary Schools) Reading:**

Ensuring our students become information literate in the digital age has been a cornerstone of our Reading curriculum for many years. Collaboration between our classroom teachers and media specialist has been a strategy in our School Improvement Plan for the past ten years to assist our students, no matter their ability level, to gain a clear understanding of the research process and to provide repeated opportunities to practice this process as they move through the grade levels. The Florida Research Model F.I.N.D.S. consolidates the information literacy skills included in the Sunshine State Standards and provides a structure for the application of these standards. Through the implementation of this curriculum students learn to locate, evaluate, synthesize and communicate newly obtained knowledge through a systematic research process that helps to develop life-long learners and proficient consumers and communicators of information. Last year, our principal and media specialist were invited by the Florida Association of Media in Education (FAME) to present Leewood's collaboration model and research instruction to schools from four of the southernmost Florida counties.

Aligned with M-DCPS district's Comprehensive Research-Based Reading Plan (CRRP), Leewood's Reading curriculum provides 90 minutes of uninterrupted daily instruction. The curriculum provides detailed instruction for students with the appropriate levels of challenge and support to promote individual success. The district's core reading program is enhanced by a number of research-based school-site supplemental materials. These materials include "Junior Great Books," used to reinforce reading comprehension, critical thinking and writing in the context of great literature; "Wordly Wise," aimed at the enhancement of vocabulary development; and "Buckle Down" and "Mascot Press," which are used to highlight basic reading skills. The implementation of the WriteReflections writing curriculum enables students to become independent authors through the use of color-coded graphic organizers. Voyager Passport, a research-based intervention program, is utilized with all struggling readers on a daily basis for 30 minutes. To reduce the teacher-to-to pupil ratio and provide individualized instruction, hourly teachers are employed for the sole purpose of intervention.

### **3. Additional Curriculum Area:**

Technology is infused throughout our curriculum. Leewood K-8 Center was selected to participate in the Enhancing Education Through Technology (EETT) Grant for both years of its implementation in M-DCPS. Through this grant, two cohorts consisting of fifteen teachers each from every subject area and grade level were selected to increase their technology literacy and to act as mentors to other members of their grade level to further infuse technology in the curriculum. Training was provided for such applications as PowerPoint, Excel, Inspiration, Front Page, EasyTech, Riverdeep, and Webquests.

Interactive SMART Boards have been installed in every grade level and have provided a way for teachers and students alike to utilize a variety of instructional software applications. Laptops have been provided to all teachers to ease the integration of technology by allowing teachers to work at home or at school to maximize efficiency and effectiveness. The use of the Senteo interactive response system in conjunction with the SMART Boards has allowed teachers to instantly gauge their students' understanding and monitor students' progress. Document cameras allow teachers to project three-dimensional images that motivate students to become partners in interactive learning.

Leewood K-8 Center not only requires teachers to use district and state provided software applications such as Riverdeep and FCAT Explorer, but has purchased subscriptions to such resources as ExploreLearning Gizmos, a research-based online simulation program that brings to life complex math and science concepts; Rand McNally Classroom, an online geography site that supports our social studies curriculum; Accelerated Reader Enterprise, which provides access to over one hundred thousand quizzes that encourage students to hone their comprehensions skills; and EasyTech, a technology literacy curriculum that teaches students to use a variety of software applications such as word processing, spreadsheets, and presentation tools in core curriculum subjects.

#### **4. Instructional Methods:**

Instruction at Leewood K-8 Center is guided by the objectives of the Sunshine State Standards and the M-DCPS Competency Based Curriculum. Through the use of effective instructional practices students are engaged in meaningful learning experiences. Effective planning leads to effective teaching methods. Teachers are provided with a variety of resources to assist them in the planning and pacing of student instruction. These resources are available on the school's server for convenient access and are updated periodically as additional student needs are identified. Furthermore, teachers consistently implement lessons that allow students to obtain materials and information from different sources and media according to their individual learning styles. An array of methods is employed to encompass the learning styles of visual, auditory and kinesthetic learners. In addition to tangible manipulatives (i.e., base-ten blocks, tangrams, geoboards, letter cubes, etc.), teachers supplement subject content with SMART Board technologies including but not limited to online videos and student-led interactive whiteboard activities. Whole group instruction, using the district-mandated research based materials, ensures all students receive grade level appropriate instruction.

To ensure students attain individual learning goals, teachers respond to students' needs based on curriculum being taught. Flexible groups are established to hone in on student strengths while also targeting student deficits. According to strand specific data, teachers are able to establish groups that promote student learning. This type of grouping allows for focused instruction that is essential to academic success. Rather than focusing on a one dimensional approach to instruction, teachers across all grade levels encourage students to use multiple intelligences in addition to their specifically identified strengths or challenges. Teachers use an array of research-based strategies to give students ample opportunities to develop each of the intelligences to their maximum potential.

#### **5. Professional Development:**

The professional development of teachers is integral to providing a quality education. Each year the teachers at Leewood establish and maintain an Individual Professional Development Plan (IPDP) aligned with the School's Improvement Plan (SIP). In establishing their IDPDs, teachers utilize student achievement data to identify specific target areas of growth. Teachers determine detailed training objectives that will directly improve student performance. To ensure that teachers meet their objectives, the process requires meaningful professional development activities. The administration and the Professional Development Liaison communicate the availability of professional development opportunities to all teachers throughout the academic year.

Upon completion of individual professional development activities, teachers share new effective, research-based instructional strategies with colleagues. As outlined by the school's master schedule, teachers are given the opportunity to share best practices during daily common planning times. In addition to district-provided professional development opportunities, administrators organize on-site professional development activities to address the areas of interest as stated on the needs assessment survey completed by every teacher at the beginning of the school year.

Successful professional development at Leewood K-8 Center has included training in the use and implementation of the following tools: SnapShot, an online database indicating student progress as it relates to grade level target goals; Professional Learning Communities (PLC), aimed at promoting networking of colleagues to enhance classroom instruction; SMART Board training, encouraging the use of interactive technologies; CRISS, promoting the use of student owned strategies to facilitate cooperative learning; and WriteReflections, employing a spiraling curriculum in the teaching of the writing process. Professional development has had a positive impact on student performance across all grade levels and curriculum areas.

In complying with the NCLB Act mandate, that all teachers become highly qualified, Leewood K-8 Center encourages faculty and staff to seek advanced degrees. Our teachers ensure that every student performs to their

highest potential at all instructional levels. Currently, a number of our teachers have attained or are currently pursuing a Master's Degree, Doctorate, or National Board Certification.

## **6. School Leadership:**

With the conversion from elementary to K-8 status, Leewood has been allocated a second assistant principal to assist with the daily operations of the school. The leadership structure includes the principal, two assistant principals and a supporting faculty and staff. The principal has delegated both operational and curriculum responsibilities to the two assistant principals. Staff members have been empowered to serve in leadership roles such as grade level chairpersons and subject area facilitators. The principal has entrusted these curriculum leaders with the monitoring and facilitating their respective departments. Weekly grade level/department meeting summaries are submitted by the chairpersons to the administrative team for review to address the needs of each department and keep administrators abreast of concerns, suggestions and curriculum matters

The principal proactively provides support for teachers, staff and parents and encourages them to take the initiative for school improvement. The principal helps to focus the energy of all stakeholders on the school's primary goals. He exhibits a commitment to the school's vision and mission by identifying, modeling and reinforcing behavior congruent with the mission. When the welfare of the school is at stake, the principal does not hesitate to make difficult decisions. He is a decisive individual who recognizes the importance of sharing decisions with stakeholders as an organizational development strategy.

Bi-weekly faculty meetings are conducted to communicate the expectations of the school and the district. The administrator maintains an open-door policy encouraging dialogue and problem solving among faculty, staff, students, parents and community members. The students are provided optimal learning opportunities through his support of innovative educational practices that promote academic success. Additional resources and supplemental materials are recognized as assets to the curriculum. During budget planning, the principal ensures the availability of funds to provide materials to enhance student achievement. His skill in building alliances has allowed for additional resources to be provided by both the PTA and various business partners.

The principal's motto, "If you believe...you can "A"chieve..." has become an inspiration to our institution.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: FCAT-SSS

Edition/Publication Year: 2004-2008

Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
At or Above State Standards	88	94	90	82	84
Exceeding State Standards	63	62	64	52	55
Number of students tested	96	112	107	110	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or Above State Standards	50	73	76	61	56
Exceeding State Standards	33	40	34	0	4
Number of students tested	18	15	21	18	23
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or Above State Standards	97	100	92	91	94
Exceeding State Standards	81	67	79	9	32
Number of students tested	31	43	38	46	47
<b>3. (specify subgroup): Hispanic</b>					
At or Above State Standards	87	96	92	76	85
Exceeding State Standards	62	68	59	8	19
Number of students tested	47	47	52	51	47
<b>4. (specify subgroup): Black</b>					
At or Above State Standards	69	62	75		59
Exceeding State Standards	25	15	42		0
Number of students tested	16	13	12		22

Notes:

No data reported when fewer than ten students tested.

A comparison of the 2007 to 2008 data indicates a six percent decrease in students meeting and/or exceeding state standards in Mathematics. This decline in student achievement may be attributed to a 40% staff turn over in third grade. In an effort to improve student achievement, teachers participate in weekly grade level meetings, vertical team building meetings across levels and off and on-site professional development activities. An offering of instructional pacing guides has been provided to teachers to ensure that Sunshine State Standards

are being taught.

Additional comparison indicates a 23% decrease of socio-economic disadvantaged students meeting and/or exceeding state standards in Mathematics. This decline in student achievement may be attributed to a decrease in financial support which led to a change in instructional methodology. These students were not offered the opportunity to participate in a tutoring resource lab as in the 2006-2007 school year. The implementation of technology software such as Riverdeep, GIZMOS, and SmartBoard activities provide a variety of learning experiences. Additional supplemental materials such as Buckle Down, Test Ready and Measuring Up are being used to bridge the gap.

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 3 Test: FCAT-SSS  
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
At or Above State Standards	81	90	87	88	84
Exceeding State Standards	53	58	62	64	54
Number of students tested	96	112	107	110	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or Above State Standards	50	73	67	72	56
Exceeding State Standards	33	20	19	0	4
Number of students tested	18	15	21	18	23
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or Above State Standards	87	93	92	98	96
Exceeding State Standards	58	70	76	20	13
Number of students tested	31	43	38	46	47
<b>3. (specify subgroup): Hispanic</b>					
At or Above State Standards	85	91	87	85	86
Exceeding State Standards	59	51	54	10	13
Number of students tested	47	47	52	51	47
<b>4. (specify subgroup): Black</b>					
At or Above State Standards	63	69	75		54
Exceeding State Standards	25	38	42		22
Number of students tested	16	13	12		22

Notes:

No data reported when fewer than ten students tested.

A comparison of the 2007 to 2008 data indicates a nine percent decrease in students meeting and/or exceeding state standards in Reading. This decline in student achievement may be attributed to a 40% staff turn over in third grade. In an effort to improve student achievement, teachers participate in weekly grade level meetings, vertical team building meetings across levels and off and on-site professional development activities. An offering of instructional resources targeting specific benchmarks has been provided to teachers in order to ensure that all Sunshine State Standards are met. An itinerant reading coach has been provided by the district to assist with literacy coaching for staff.

Additional comparison indicates a 23% decrease of socio-economic disadvantaged students meeting and/or

exceeding state standards in Reading. This decline in student achievement may be attributed to a decrease in financial support which led to a change in instructional methodology. These students were not offered the opportunity to participate in a tutoring resource lab as in the 2006-2007 school year. Current adjustments in funding has allowed for the implementation of tutoring resource lab. These students participate in daily tutoring groups in addition to the required time for reading instruction.

Subject: Mathematics  
Edition/Publication Year: 2004-2008

Grade: 4 Test: FCAT-SSS  
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
At or Above State Standards	85	87	87	77	80
Exceeding State Standards	59	60	61	43	43
Number of students tested	103	105	103	120	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or Above State Standards		73	79	48	70
Exceeding State Standards		40	50	10	0
Number of students tested		15	14	21	10
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or Above State Standards	90	92	93	89	86
Exceeding State Standards	69	67	77	21	24
Number of students tested	42	39	44	47	50
<b>3. (specify subgroup): Hispanic</b>					
At or Above State Standards	87	86	84	81	80
Exceeding State Standards	60	56	53	20	11
Number of students tested	45	50	51	44	45
<b>4. (specify subgroup): Black</b>					
At or Above State Standards		73		39	45
Exceeding State Standards		63		0	9
Number of students tested		11		23	11

Notes:

No data reported when fewer than ten students tested.

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 4 Test: FCAT-SSS  
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
At or Above State Standards	93	91	91	87	86
Exceeding State Standards	63	63	64	64	57
Number of students tested	103	105	103	120	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	100	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or Above State Standards		73	93	48	70
Exceeding State Standards		20	57	10	0
Number of students tested		15	14	21	10
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or Above State Standards	100	97	98	89	90
Exceeding State Standards	67	66	64	21	20
Number of students tested	42	39	44	47	50
<b>3. (specify subgroup): Hispanic</b>					
At or Above State Standards	87	88	86	81	87
Exceeding State Standards	62	62	63	20	7
Number of students tested	45	50	51	44	45
<b>4. (specify subgroup): Black</b>					
At or Above State Standards		91		39	63
Exceeding State Standards		54		0	0
Number of students tested		11		23	11

Notes:

No data reported when fewer than ten students tested.

Subject: Mathematics  
Edition/Publication Year: 2004-2008

Grade: 5 Test: FCAT-SSS  
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
At or Above State Standards	83	81	69	75	77
Exceeding State Standards	62	57	51	49	48
Number of students tested	101	110	111	99	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or Above State Standards	71	56	39		53
Exceeding State Standards	41	25	28		0
Number of students tested	17	16	18	8	15
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or Above State Standards	92	91	89	88	90
Exceeding State Standards	73	67	65	15	13
Number of students tested	37	46	45	41	39
<b>3. (specify subgroup): Hispanic</b>					
At or Above State Standards	82	74	70	71	77
Exceeding State Standards	59	51	50	5	11
Number of students tested	49	53	40	40	47
<b>4. (specify subgroup): Black</b>					
At or Above State Standards	70		24	46	39
Exceeding State Standards	40		15	8	8
Number of students tested	10		21	13	13

Notes:

No data reported when fewer than ten students tested.

Subject: Reading  
Edition/Publication Year: 2004-2008

Grade: 5 Test: FCAT-SSS  
Publisher: CTB McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
At or Above State Standards	91	90	82	87	77
Exceeding State Standards	66	67	50	53	41
Number of students tested	101	110	111	100	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
At or Above State Standards	76	75	67	0	40
Exceeding State Standards	35	44	17	0	0
Number of students tested	17	16	18	8	15
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
At or Above State Standards	100	98	89	81	90
Exceeding State Standards	84	76	55	20	13
Number of students tested	37	46	45	41	39
<b>3. (specify subgroup): Hispanic</b>					
At or Above State Standards	86	83	93	93	70
Exceeding State Standards	55	62	58	15	11
Number of students tested	49	53	40	41	47
<b>4. (specify subgroup): Black</b>					
At or Above State Standards	90		48	85	62
Exceeding State Standards	60		15	8	0
Number of students tested	10		21	13	13

Notes:

No data reported when fewer than ten students tested.